Geography KS3 Curriculum Map 2021-22

Curriculum Intent

'Geography is the study of Earth's landscapes, people, places and environments. It is, quite simply, about the world in which we live'.

(RGS website 2013)

At the end of Year 9 Fortismere students will be able to question, explore and respond to the world in which they live like a Geographer.

Students will have a core knowledge and understanding of how our world works in relation to its key physical and human processes and the interaction between the two. Using geographical language, they will be able to explain how the natural world impacts on us and how we impact on the natural world. They will be able to recognise and explain the spatial and temporal changes at a variety of scales of these geographical processes and interactions.

Students will learn much about 'place'. Through both small scale and more in depth place examples students will learn: where places are; their key physical and human characteristics; how places interact on the global stage; and some of the key issues these individual places face. Such studies will enable them to transfer these skills of exploration to unknown places they may wish to learn about in the future.

As students progress through our Key Stage 3 Geography curriculum they will also continually build upon the geographical skills of investigative and field work skills; map skills; graphical skills; numerical skills and extended writing skills. Such development means that they will become confident in asking suitable enquiry questions which they are able to research and collect data for before presenting and analysing findings. They will become confident in handling data from a variety of sources. This includes being critical of such data as well as being able to draw conclusions from it. They will become increasingly confident interpreting and producing a variety of maps, diagrams, and graphs. They will also to be able to produce balanced and thoughtful arguments which recognise the opinions of others in response to geographical issues before being able to conclude with their own informed opinions supported by evidence.

We believe that with this geographical knowledge, understanding and skill development securely in place students will understand how the world around them works while continuing to be inquisitive and conscious of their own role in the world in which they live. They will be able to 'think geographically' as they interpret this world and interact with it – recognising that geographers see the world through social, economic, environmental and political eyes thus recognising the variety of opinions and views different groups of people have on key issues facing the world today. This and the acquisition of geographical skills we have given them will be invaluable for any further study and help prepare them for the world of work.

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Figure 1 Summary Table of the Core Geographical Knowledge and Understanding taught in our Key Stage 3 Curriculum

Theme	Year 7	Year 8 (Note different order of themes)	Year 9 (note different order of themes)
What it means to be a Geographer….	Thinking Geographically	Biome (Human Issues of the 21st Century)	Development (Human Issues of the 21st Century)
Human interaction with the physical world	Weather and climate .	Urbanisation (Human issues of the 21st Century)	Glaciation and Changing climate (Human interaction with the physical world)
Human Issues of the 21st century	Population	Investigating our use of resources (What it means to be a Geographer)	Hazardous Earth (How the physical world works)
How the physical world works	Coasts	Rivers	Exploring Place - Africa and Asia (Exploration of Place)
Exploration of Place	Exploring place - Russia	Exploring Place - The Middle East	Geographers as Critical thinkers - Taking an active part in debate and activism (What it means to be a Geographer…)

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Figure 2 Summary of the Core Geographical Skills taught in our Key Stage 3 Curriculum:

Skills	Brief description
Investigative/Field Work (including data and information research skills)	Students develop the ability to understand, design and implement a geographical enquiry: • asking enquiry questions • selecting suitable locations • carrying out field work with suitable sampling methods • researching an issue • presenting and analysing data • drawing conclusions and • being able to critically evaluate their work and that of others
Atlas and map skills	Students develop the ability to read and interpret a variety of maps including GIS.
Graphical skills	Students develop the skills to construct, interpret and communicate with different diagrams, maps, graphs, sketches, and photographs.
Numerical and Statistical Skills	Students understand how maths is used in Geography. Students develop the skills to interpret and communicate with different numerical information in geography. Students develop the skills to be able to identify weakness in the statistical presentation of data and to draw informed conclusions from numerical data.
Extended writing skills The ability to assess/evaluate	Students develop the ability to write a geographical extended response (which includes drawing conclusions) to 'assess' and 'evaluate' statements, reflection on differing opinions of an issue and when presented with various forms of data on a geographical issue.

Please note that the reference to the Geog. books (in the resources/support at home section) is in relation to OUP published textbooks which can be found here: https://global.oup.com/education/content/secondary/series/geog-123-fifth-edition/?region=uk

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Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	THEME - What it means to be a geographer… **Topic: Thinking Geographically**	Students will develop an understanding of why and how geographers study the world. This will include how explorers past and present learn about the world. Students will also be introduced (or maybe revisiting) the key geographical skills of map skills, what we mean by enquiry and GIS. They will also be introduced to how geographers view issues – thinking about matters in social, economic and environmental terms before coming to substantiated and evidenced conclusions.	**Expected from Key Stage 2:** This is where we find out what students have learnt from KS2. Students will sit a Baseline Assessment which will cover all the recommendations of the KS2 Geography Curriculum **Progression within our Key Stage 3 curriculum:** This is the starting point for the rest of the KS3 Curriculum	**Conceptual Understanding (Geographical Knowledge):** To know what Geography is and why do we study it at school To know how Geographers 'read' and find out about the world? To know what we mean by 'Thinking Geographically'? **Geographical Skills:** OS map skills (grid references, distance, scale, height and direction) An introduction to Geographical Information Systems (GIS) To introduce the idea of 'Geographical Enquiry' To be able to interpret data **Conceptual World Knowledge:** To develop an understanding of how Geographers study places both today and in the past To explore - how (explorers, virtually, use of data) and what (human and physical features) Geographers seek to 'find out' about 'places'	**What to read -** Geog.1 OUP Chapter 2. Horrible Geographies - Wicked Tour of the World, Horrible Geographies - Intrepid Explorers **What to watch -** **Where to visit -** Natural History Museum

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Autumn 2	THEME - How the Physical World Works? **Topic - Coasts**	**Coasts (12 lessons)** Students will learn about the key processes and landforms that operate and exist in the coastal environment. They will also learn about the challenge and opportunities coastal areas present to humans. There will be a focus on UK areas in this topic.	**Expected from Key Stage 2:** Key words in relation to coastal environments Location of the world's major oceans Studying the human and physical geography of a small area of the United Kingdom Recognising physical features on aerial photographs OS map skills **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically topic - OS map skills Year 7 - Thinking Geographically topic - in relation to the most suitable coastal management for an area - consider social, economic and environmental factors Year 7 - Population topic - why do people in coastal locations	**Conceptual Understanding (Geographical Knowledge):** To know why Geographers study coasts and how humans interact with the coastal environment To know how waves work To know the processes that operate at the coast - weathering, erosion, transportation and deposition To know the landforms that we find along the coast, and how are they formed To know the causes coastal erosion and what are the risk is to humans To know the causes coastal flooding and what are the risk is to humans To know how we manage the risks of coastal flooding and erosion and how we assess which is the most suitable strategy for any given place **Geographical Skills:** To develop the skill of extended writing in relation to 'assessing' suitable coastal management strategies for any given place. Development of OS map skills in relation to UK coast lines - being able to interpret and locate coastal features. Develop photograph analysis of coastal landscapes and features Work on the calculation of mean rates of erosion using a multi-year data set Developing the ability to draw clear and accurate annotated diagrams of coastal processes and landforms **Conceptual World Knowledge:** Coasts will be studied through the UK coastal areas - particularly Essex, Norfolk and Dorset coastlines	**What to read –** Geog. 2 OUP Chapter 4 for theoretical support. Horrible Geographies - Cracking Coasts for something a little more fun. **What to watch –** https://www.bbc.co.uk/iplayer/episode/b09hs07h/blue-planet-ii-series-1-6-coasts and https://www.bbc.co.uk/iplayer/episode/b0074mn1/the-blue-planet-8-coasts **Where to visit** – the seaside! The Essex coast has some great examples of sea defences and is a short train ride from London

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			Year 7 - Weather and Climate topic - what causes rain and the UK climate		
Spring 1	Theme - Human interdependence with the physical world **Topic - Weather and Climate**	Students will develop an understanding of the difference between weather and climate, how we measure (using the school site as a field work location) weather, and key weather systems such as why it rains and air pressure. Students will explore different climates around the world (after a focus on our own UK climate) and how extreme weather impacts on humans.	**Expected from Key Stage 2:** Revisiting the Water Cycle Recognition of the world's continents and major oceans when exploring various climatic zones Use of prior UK locational knowledge Being able to identify seasonal and daily weather patterns of the UK Use of world maps, atlases and globes Revisiting the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Revisiting climate zones **Progression within our Key**	C**onceptual Understanding (Geographical Knowledge)** To know the difference between weather and climate To know how is the weather caused To know why Geographers study the study weather To know how and why do we measure weather? Who is impacted the most To know the three different types of rainfall and how do they occur To know what is air pressure and how does it impact on the weather To know why the UK weather can change so quickly. To know ow storms are formed To know why the British Isles has different climate zones To know what factors influence climate (including latitude, the earth's tilt and proximity to oceans) and how does climate vary across the world **Geographical Skills:** To make and use a windsock to measure wind direction To be able to assess cloud cover using the Okta scale	**What to read -** Geog. 2 OUP Chapter 5 for theoretical support. Horrible Geographies - Stormy Weather and Wicked Weather for something a little more fun. **What to watch -** Weather channels on the news / Met Office videos from their website. **Where to visit -** Although a long way (Exter, Devon) it is possible to visit the Met Office on one of their public open days https://www.metoffice.gov.uk/about-us/contact/open-days

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			Stage 3 curriculum: Continuing the idea of 'Thinking Geographically' and using Geographical terminology when annotating diagrams	To be able to read and draw climate graphs To be able to label and annotate diagrams of the different types of rainfall geographically. To label and annotate diagrams geographically. To learn to read a climate table. To be able to calculate average temperatures and average rainfalls. **Conceptual World Knowledge:** To be able to measure the weather on the school site (at a local scale). Understanding the weather and climate of the UK**.** Some understanding of global climate zones	
Spring 2	THEME - Human Issues of the 21st Century **Topic - Population**	Students will gain an understanding of global population trends in growth, density and distribution and how this may change over time. They will learn about population structures and how countries attempt to manage the opportunities and challenges of an aging population and migration. They will also explore the causes and impacts of our increasingly urbanised world as most of us know	**Expected from Key Stage 2:** Recognition of the world's seven continents and where they are located Recognition of the UK's fours countries and the capital city of London Ability to recognise key physical characteristics which may have an influence on population distribution Understanding of the	**Conceptual Understanding (Geographical Knowledge)** To know about global population trends and growth To know how we measure population density and distribution and what are the key trends are To know how population changes over time and how do we measure it as Geographers To know what the impact of human population growth is on the planet To know what the population distribution of Africa, Asia and the Middle East are and why human and physical factors influence these patterns	**What to read** – Geog. 2 OUP Chapter 2 for theoretical support. Horrible Geographies - Planet in Peril for something a little more fun. **What to watch** –Horizon Jan 2020 - 7.7 Billion and Counting https://www.bbc.co.uk/iplayer/search?q=7.7+billion (with parental

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		live in urban areas.	distribution of natural resources Understanding of key types of settlement **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically topic - atlas skills Year 7 - Thinking Geographically - what it means to explore 'place as a Geographer' Year 7 - Weather and Climate topic - global climatic zones and their influence on global population distribution	To know why the UK has an ageing population and what are the implications are of this To know what urbanisation is and what the key global trends are To know some of the problems of rapid urbanisation To know what migration is and why do people migrate To know how countries attempt to manage the size and structure of their populations **Geographical Skills:** Interpreting population pyramid graphs for countries at different levels of development Use and interpretation of graphs showing the range of future global population projections, and population in relation to likely available resources. Using GIS/satellite images, historic images and maps to investigate spatial growth in urban areas. **Conceptual World Knowledge:** A focus on the populations of Africa, Asia, Middle East and the UK Other countries, continents and regions will be mentioned through the study of population and urbanisation.	supervision) **Where to visit –** Museum of London – exploring the growth of London

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Summer 1	THEME - Exploration of Place **Topic - Russia**	Students will take part an in depth place study of the physical and human features of the Russia.	**Expected from Key Stage 2:** Describe and understand key aspects of human and physical geography Use of maps, atlases and globes Understand geographical similarities and differences through the study of human and physical geography of a region, in the UK, a European country and within North/South America. **Progression within our Key Stage 3 curriculum:** Year 7 - Population topic Year 7 - Weather and Climate topic	**Conceptual Understanding (Geographical Knowledge)** To be able to locate Russia at a global scale. To be able to identify the key physical and human features of Russia, including rivers, coasts, major countries and cities To begin to understand what life is like for a variety of people within Russia To explore Russia's place in the world - what connections does it have with other places? **Geographical Skills:** To be able to use an atlas to locate Russia and its surrounding countries and oceans. To be able to recognise physical (rivers and coasts) and human (land use types) geography features on maps.. To be able to interpret and extract information from different types of graphs and charts. **Conceptual World Knowledge:** Understanding the human and physical Geographical features and geographical context of Russia	**What to read –** Geog. 3 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun. **What to watch –** **Where to visit** –
Summer 2	Topics run across half terms as there are five geographical themes in each year				
Yr8	**Topic Area**	**Knowledge/Skills that are taught**	**Knowledge/Skills revisited**	**What does good look like?**	**Resources/support at home**

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(KS3)					
Autumn 1	THEME - What is means to be a geographer… Topic: **Geographical Enquiry**	As part of developing investigation/fieldwork skills, students investigate a local urban landscape (Muswell Hill, London). They learn how the local area is similar to and different from other urban landscapes and changes in this area compared to others. The focus of this topic is developing several Geographical skills of primary and secondary data collection. Students discuss how to set up a Geography investigation and consider concepts of sampling, risk assessment and ethics in fieldwork. Sources of secondary data collection will include maps (OS and GIS), photographs, film, blogs as well as census and crime data to investigate the local area	**Expected from Key Stage 2:** Revisiting OS map skills Developing field work techniques **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically Topic - developing understanding of GIS and Geographical Enquiry and 'what Geographers do'. Revisiting OS map skills Year 7 - Population topic - Population of the UK	**Conceptual Understanding (Geographical Knowledge)** To know how to set up a local area investigation - using OS maps, GIS and secondary sources – (qualitative) visual and written sources to investigate our local place and (quantitative) census and crime data to investigate our local place To know how to analyse and present secondary data To know some primary data collection sources and how to carry them out To know how to analyse and present fieldwork data and conclusions. **Geographical Skills:** Students will develop Geographical skills of primary and secondary data collection. Students will learn how to set up a Geography investigation and consider concepts of sampling, risk assessment and ethics in fieldwork. Sources of secondary data collection will include maps (OS and GIS), photographs, film, blogs as well as census and crime data to investigate the local area. Sources of primary data to include questionnaires/interviews, EQA (environmental quality assessment), personal sketches/photographs, land use mapping. Students will use their collected data (from the local area) to practise simple data analyses (averages, measures of proportion and dispersion, sorting & coding of text). Students will also practise data portrayal techniques, including map annotation,	**What to read -** The Creighton Report (a 1970s report on the School – former name of Fortismere) Images of London: Highgate and Muswell Hill by Joan Schwitzer and Ken Gay (includes many old photos) The Road Home by Rose Tremain (novel part set in Muswell Hill) Constitutional by Helen Simpson (a novel mostly set in nearly Hampstead Heath) London: The Biography by Peter Ackroyd (a history of the city) **What to watch -** Archive footage by Haringey Council. This shows a range of sites

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				quotation banks, word clouds, isopleth maps, bar, line and radial graphs. **Conceptual World Knowledge:** As part of developing investigation/fieldwork skills, students investigate a local urban landscape (eg Muswell Hill, London). They learn how the local area is similar to and different from other urban landscapes and changes in this area compared to others. This knowledge will be collected, in part, through primary data collection fieldwork activities in Muswell Hill.(It may also include fieldwork (eg Epping Forest) further afield in a contrasting investigations of the physical landscape.	from 1950s (buildings, roads etc) in the western part of the (current) Borough & includes Muswell Hill. Fever Pitch (film based on book by Nick Hornby which was part filmed on Fortismere School site). **Where to visit –** **Muswell Hill library, Alexandra Palace,** Parkland Walk (disused branch railway), Hornsey Historical Society (they have much material from around the Borough), Bruce Castle Museum (in Tottenham but with information from around Borough, as above), St James's Church, Odeon Cinema (1930s art deco building), Walk around the area to see other sites/buildings of different ages and functions, some of which have changed from original uses (eg Sainsburys (site of

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					former music hall), steakhouse restaurant (former Presbyterian church), Highgate and Queens Woods (ancient and protected woods managed by the Corporation of London).
Autumn 2	THEME - How the Physical World Works? **Topic - Rivers**	Students will learn about the key processes and landforms that operate and exist in the river environments. They will also learn about the challenge and opportunities rivers present to humans. There will be a focus on UK areas in this topic.	**Expected from Key Stage 2:** Key words in relation to river environments Studying the human and physical geography of a small area of the United Kingdom Recognising physical features on aerial photographs OS map skills **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically topic - OS map skills Year 7 - Thinking Geographically topic - in relation to the most suitable river management for an area - consider social, economic	**Conceptual Understanding (Geographical Knowledge)** To know what Geographers study rivers and how humans interact with the river environment - a focus on the River Thames To understand how the drainage basin works within the hydrological cycle To know what processes operate in rivers - weathering, erosion, transportation and deposition To know what landforms we find along the river, and how are they formed To know what causes rivers to flood and what the risks are to humans To know how we manage the risks of river flooding and how we assess which is the most suitable strategy for any given place To know what the flood risks face London face and what can be done about it **Geographical Skills:** To develop the skill of extended writing in relation to 'assessing' suitable river management strategies for any given place. Development of OS map skills in relation to UK rivers - being able to interpret and	**What to read –** Geog. 1 OUP Chapter 5 for theoretical support. Horrible Geographies - Raging Rivers for something a little more fun. **What to watch -** The Thames: Britains Great River https://www.channel5.com/show/the-thames-britains-great-river-with-tony-robinson/ **Where to visit -** The River Thames, The Thames Barrier

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			and environmental factors Year 7 - Weather and Climate topic - what causes rain and the UK climate All Place Exploration topics - Rivers as a physical feature	locate river landform features. Develop photograph analysis of river landscapes and features Developing the ability to draw clear and accurate annotated diagrams of river processes and landforms **Conceptual World Knowledge:** Rivers will be studied through the UK with a particular focus on the River Thames in London	
Spring 1	THEME - Human interaction with the Physical World **Topic - Biomes and Biodiversity**	After learning about the key processes within an ecosystem, students will develop an understanding of the world's biomes and global climate zones with a focus on the Taiga, Rainforest and Desert Biomes. They will explore the threats to biodiversity in these biomes and consider solutions to biodiversity loss including a look at the role of ecotourism.	**Expected from Key Stage 2:** Location of the world's countries to support location of the world's biomes The significance and position of key lines of latitude Revisiting climate zones, biomes and vegetation belts Use of maps, atlases and globes **Progression within our Key Stage 3 curriculum:** Weather and Climate Topic - Revisiting global climate zones	**Conceptual Understanding (Geographical Knowledge)** To understand what a Biome is and their geographical pattern across the world. To be able to describe where the global climate zones are To understand what an ecosystem is and how food chains work To identify and describe the biomes found in Russia An exploration of the Taiga biome (climate and biodiveristy) An exploration of the desert biome - how plants and animals adapt to this environment and the threats faced by the desert To understand the importance of soil and biodiversity to the world's biomes To be able to explain the threats and possible solutions to biodiversity loss To be able to explain the role of ecotourism in supporting biodiversity **Geographical Skills:** Use of GIS to identify the pattern of forest loss Decision making about which threats to biodiversity is the most severe Use and interpretation of nutrient cycle diagrams and food webs diagrams Use of world maps to show the location of global biomes Comparing climate graphs for different biomes Analysing and interpretation a range of variety of data sources in relation to threats to biodiversity	**What to read** – Biome Geo Facts by Izzi Howell and Monkey Magic: The Curse of Mukada by Grant S. Clark. Horrible Geographies - Blooming Rainforests and Desperate Deserts for something a little more fun. **What to watch** – Seven Worlds, One Planet - https://www.bbc.co.uk/iplayer/episodes/p07dzjwl/seven-worlds-one-planet Biomes clips - https://www.bbc.co.uk/programmes/articles/4SDRrCdH8Ngys9RVRkHvJ1H

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			Thinking Geographically - how do Geographers 'assess' - in this case threats to biodiversity	**Conceptual World Knowledge:** Investigating Global climate zones Exploration of Russia's biomes, the Amazon rainforest and the Sahara desert. Investigating Ecotourism in the Sahara and the Costa Rican rainforest	/ecosystems-and-biomes **Where to visit** - Kew Gardens, London Zoo, London Aquarium
Spring 2	THEME - Human Issues of the 21st Century **Topic - Resources**	Students will develop an appreciation of the earth's resources (water, soil, and energy) and how they essential to life on earth and our current lifestyles. They will then explore the pressures on these resources and the implications of our misuse and overexploitation (including the potential for conflict between countries). Students will then explore strategies for the conservation of these resources.	**Expected from Key Stage 2:** Use of maps, atlases and globes Location of worlds continents, oceans and some countries Distribution of natural resources including energy, food, minerals and water **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically topic - consideration of social, economic and environmental factors in decision making Year 7 - Population topic - population growth and distribution in relation to	**Conceptual Understanding (Geographical Knowledge):** To understand the distribution of the Earth's key natural resources To understand the distribution of the Earth's Freshwater resources To understand that fresh water sources are under increasing pressure due to increased demand & climate change & that this may lead to future conflict To be able to understand that fertile soil is a pressure resource that is fragile & not evenly distributed To understand that desertification is a growing problem related to industrial farming & climate change & that this impacts some regions more than others To explore the sustainability of possible solutions To understand that the Earth's OIL resources are not evenly distributed & that the extraction, transportation & use of oil creates social, economic, political & environmental issues To be able to describe the differences between the major types of renewables & to understand that some locations are more advantageous than others for certain types To be able to explore the idea that solar power alone could meet the energy	**What to read** – Geog. 3 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun. Horrible Geographies - Planet in Peril for something a little more fun. **What to watch** –Horizon Jan 2020 - 7.7 Billion and Counting https://www.bbc.co.uk/iplayer/search?q=7.7+billion (with parental supervision) **Where to visit:** Kew Gardens

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			resources Year 7 - A Region of Africa and Asia - population patterns, resources and demand Year 8 - Biomes and Biodiversity topic - food chains, nutrient cycling, climate graphs. forest loss, threats to biodiversity, impact on soil Year 8 - Resources topic - freshwater as a resource Year 8 - Biomes and Biodiversity - deforestation as a flood risk	demand for 10billion people To understand that human use of natural resources has consequences for species & natural habitats indirectly through climate change & directly through habitat destruction To understand why some nations partake in land grabbing & how this relates to food security - "Can we feed 10billion people by 2050?" To be able to explain the increasing demand for rare earth metals & to examine the social, economic & environmental impacts To examine the extent to which recycling is a solution. To know the role of big business. Should they take more responsibility for environmental impacts? (politicians & polluters) To know the potential of closed production loops **Geographical Skills:** Use of GIS to identify resource patterns Use and interpretation of nutrient cycle diagrams and food webs diagrams Use of world maps to show the location of global resources Use and interpretation of world maps showing the distribution of energy resources Use of oil price and oil production data to graph trends over time. Calculation of carbon and ecological footprints. Comparing climate graphs for different biomes	

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				Analysing and interpretation a range of variety of data sources in relation to resource production and consumption Developing the idea to 'think geographically' - synoptically with reference to decision making - developing the ability to respond to the 'assess' command word - consideration of which threats are most severe **Conceptual World Knowledge:** Location of the Earth's drylands, The Sahel, and countries that have large oil reserves Global Distribution of natural resources - naming specific places as we go	
Summer 1	THEME - Exploration of Place **Topic - The Middle East**	Students will take part in an in depth place study of the physical and human features of the Middle East. Students will also consider conflict in the Middle East and its geographical position in our globalised world.	**Expected from Key Stage 2:** Describe and understand key aspects of human and physical geography Use of maps, atlases and globes Understand geographical similarities and differences through the study of human and physical geography of a region, in the UK, a European country and within North/South America. **Progression within our Key Stage 3 curriculum:** Year 7 - Population topic -	**Conceptual Understanding (Geographical Knowledge)** To be able to locate the Middle East at a global scale. To be able to identify the key physical and human features of the Middle East, including rivers, coasts, major countries and cities To begin to understand what life is like for a variety of people within the Middle East To explore conflict in the Middle East To explore the MIddle East's place in the world - what connections does it have with other places? **Geographical Skills:** To be able to use an atlas to locate the Middle East and its surrounding countries oceans.	**What to read –** Geog. 3 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun. **What to watch –** **Where to visit** –

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			population distribution of the Middle East and how this connects to the physical geography of these areas Year 8 - Resources - the location and use of oil in relation to the Middle East Year 7 - Africa and Asia topic - revisiting the skills of this topic and exploring 'place' as a 'Geographer' again	To be able to recognise physical (rivers and coasts) and human (land use types) geography features on maps.. To be able to interpret and extract information from different types of graphs and charts. **Conceptual World Knowledge:** Understanding the human and physical Geographical features and geographical context of the Middle East	
Summer 2	Topics run across half terms as there are five geographical themes in each year				
Yr9 (KS3)	**Topic Area**	**Knowledge/Skills that are taught**	**Knowledge/Skills revisited**	**What does good look like?**	**Resources/support at home**
Autumn 1	THEME - Human interaction with the Physical World **Topic - Glaciation and Climate Change**	Students will gain an appreciation of Geological time and past climate change. To understand how glaciers and the surrounding landscape are formed – here there will be a focus on the UK. Students will learn about the causes, consequences and potential solutions of	**Expected from Key Stage 2:** Some understanding of physical features (e.g mountains) and how these change over time Use of maps, atlases and globes **Progression within our Key**	**Conceptual Understanding (Geographical Knowledge)** To know the age of the Earth and its main geological epochs in relation to ice ages and the geological timescale To know what glaciers are, how they are formed and where we find them. To know how glaciers move, what erosion processes take place in relation to glaciers and the landforms they create - looking at examples in the Lake District	**What to read –** Geog. 2 and 3 OUP for theoretical support. ***The Week Junior*** (a weekly periodical aimed at readership of 11-15 with a summary of news stories including those from science. Often many good short articles

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		global climate change.	**Stage 3 curriculum:** Year 7 - Coasts topic and Year 8 Rivers topic - processes of erosion and recognition of geographical landforms created by physical processes Year 7 - Thinking Geographically topic and Year 8 Geographical Investigations topic - OS map skills and thinking about social, economic and environmental impacts of climate change Year 7 - Weather and Climate - what current climatic patterns are and how weather works Year 7 - Population topic - population growth and distribution in relation to resources and who will be most at risk from climate change Year 8 - Biomes and Biodiversity topic - understanding of the relationship between climate and biomes. Year 8 - Resources topic - energy production and	and being able to identify them on OS maps To know the natural causes of climate change To know what the Greenhouse effect is and is what evidence we have that the climate changing To know the impacts of climate change To know how we can adapt and mitigate climate change **Geographical Skills:** Using simple geological cross-sections to show the relationship between geology and relief Use and interpretation of line graphs/bar charts showing climate change Use and interpretation of temperature and sea-level projection graphs to 2100. Development of OS map skills in relation to glacial landforms - being able to interpret and locate glacial landform features. Develop photograph analysis of glacial landscapes and features Developing the ability to draw clear and accurate annotated diagrams of glacial processes and landforms **Conceptual World Knowledge:** Study specific glacial landforms seen in the Lake District in the UK Learn which regions of the world and Britain were affected (directly and indirectly) by the advance of past ice ages Learn about the range of impacts of current climate change on a variety of named	about climate change and the environment) Many articles that appear in the ***New Scientist*** and ***Geography Review*** (these are both aimed at a readership of A level and above level but could still be suitable for some able students) Margaret Atwood's Oryx and Crake. A novel for teenagers about the possible future impacts on the environment. The Carbon Diaries 2015 by Saci Lloyd (a teenage novel about the lives of a teenager and family living with the growing effects of climate change **What to watch –** Climate Change, BBC David Attenborough documentary 2019 Prof Iain Stewart documentary , Men of Rock (they will have

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			consumption	regions, such as the Horn of Africa and the Sahel, tundra biomes in Russia, low-lying islands in the Pacific Ocean, coastal areas of East Anglia in Britain.	seen short clips in class but could watch whole 60 minute documentary.) BBC Frozen Planet documentary series. They will have seen parts of , On Thin Ice, in class but could watch more at home or other parts of this series. **Where to visit –** Natural History Museum (Earth Sciences galleries) Science Museum British Geological Survey (based in the NHM and their website) Royal Geographical society, (RGS) on Exhibition Road, SW7 – near Science Museum. See website for public talks and temporary exhibitions. The Lake District!

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Autumn 2	THEME - Human Issues of the 21st Century **Topic - Development**	Students will explore how we measure and define development before learning about the causes, consequences and theories which attempt to explain global inequalities. Students will then consider the advantages and disadvantages of a variety of ways to close the development gap including top down and bottom up approaches as well the role of Transnational Corporations and Intergovernmental Organisations. Students will also consider the view that the UK is a wealthy nation.	**Expected from Key Stage 2:** The distribution of natural resources including energy, food, minerals and water Recognition of economic activity and trade links Understanding geographical similarities and differences Use of maps, atlases and globes **Progression within our Key Stage 3 curriculum:** Year 7 - Population topic - the role of population in development, population pyramids and the impacts of growing and declining populations Year 7 - Thinking Geographically topic - considering the social, economic and environmental impacts of development Year 8 - Resources - the role of resources and the development gap, as	**Conceptual Understanding (Geographical Knowledge)** To know what development is and explore ways it can be measured To know that countries develop at different speeds and therefore look different structurally in terms of their population To be to explain what causes global inequalities/the development gap To know there are different theories about development (Frank and Rostow) To be able to compare top down and bottom up development strategies To understand how aid agencies, TNCs and NGOs all play a role in development To be able to assess whether NGOs, aid agencies and TNCs are good or bad for development To be able to map development around the world To be able identify whe**ther Britain is really developed** **Geographical Skills:** Interpreting population pyramid graphs for countries at different levels of development Comparing the relative ranking of countries using single versus composite (indices) development measures Use and interpretation of various forms of graphicy in relation to development Draw informed conclusions from numerical data	**What to read -** Geog. 3 OUP for theoretical support **What to watch –** https://www.youtube.com/playlist?list=PLEbUo-BtusZucqlRWXvrqMH0odrX3xXXw – great set of revision videos **Where to visit –** Museum of London docklands, Museum of London, Science Museum (industrial revolution)

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			countries become more developed they use more resources , and the sustainability of this particularly in relation to developing countries	**Conceptual World Knowledge:** Categorise the countries of the world into their level of development - although also recognising that this is actually a difficult thing to do Students will have an understanding that countries in the continents of Asia and Africa are undergoing rapid development, whereas countries in Europe and N. America are experiencing much slower growth. Students will look in more detail at countries like China as a named example of an emerging economy	
Spring 1	THEME - How the Physical World Works? **Topic - Natural Hazards - Tectonics**	Students will learn about the structure of the earth and the theory of plate tectonics. They will then learn about the different plate boundaries and tectonic hazards they create when they move. Students will then learn about the impacts of and responses to volcanic and earthquake hazards.	**Expected from Key Stage 2:** Recognition of physical geography in relation to earthquakes and volcanoes **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically topic - recognition of the fact that there are social, economic and environmental impacts of tectonic hazards Year 9 - Development topic - that the impacts of tectonic hazards will vary depending	**Conceptual Understanding (Geographical Knowledge)** To know what tectonic hazards are and why Geographers study them To know the structure of the earth To know the theory of plate tectonics and how plates move To know what causes earthquakes and volcanoes - understanding the plate boundaries To know the characteristics and impacts of earthquakes To know the characteristics and impacts of Tsunamis To know the characteristics of different types of volcanoes and their impacts To know the causes, impacts and response of the Haiti earthquake 2010 To know the causes, impacts and responses of the Tohoku, Japan earthquake	**What to read –** Geog. 3 OUP for theoretical support. Horrible Geographies - Violent Volcanoes and Earth Shattering Earthquakes for something a little more fun. **What to watch -** Professor Iain Stewart's DVD - Power of the Planet **Where to visit -** The Restless Earth section of the Natural History Museum

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			on a country's level of development	2011 To know the causes, impacts and responses to the active volcano Kilauea in Hawaii To know the causes, impacts and responses to the Mount Pinatubo volcanic eruption in the Philippines in 1991 To know how we can limit the damage of earthquakes and volcanoes - prediction, preparation and response **Geographical Skills** **I**nterpret a cross-section of the Earth Use of social media sources, satellite images and socio-economic data to assess impact. Use and interpretation of world map showing distribution of plate boundaries and plates Use of Richter Scale to compare the magnitude of earthquake events Ability to 'assess' the impacts of tectonic hazards Use and interpretation of various forms of graphicy and statistics in relation to the numbers and impacts of tectonic hazards around the world Drawing conclusions from geographical data **Conceptual World Knowledge:** Haiti earthquake 2010 Tohoku, Japan earthquake 2011	

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				Kilauea volcano in Hawaii Mount Pinatubo volcanic eruption in the Philippines in 1991 Global pattern of plate boundaries - key areas of tectonic activity	
Spring 2	THEME - Exploration of Place **Topic - A region of Africa and a region of Asia**	Students will take part in an in depth place study of the physical and human features of the continents of Africa and Asia. A detailed comparison (exploring similarities and differences) of the Horn of Africa and South West China, as regions of Africa and Asia	**Expected from Key Stage 2:** Describe and understand key aspects of human and physical geography Use of maps, atlases and globes **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically - to consider social, economic and environmental characteristics of a country Year 7 - Population topic - understanding population pyramids and how development influences a country's population structure Year 8 - Resources topic - the influence of natural resources on levels of development	**Conceptual Understanding (Geographical Knowledge)** To know why Geographers study places and to be able to locate Africa at a global scale. To be able to identify the key physical and human features of Africa, including rivers, coasts, major countries and cities. To be able to locate Asia at a global scale. To be able to identify the key physical and human factors of Asia, including rivers and coasts, major countries and cities. To be able to locate the region of South West China and locate and identify the major cities and physical features of this region on a map To begin to understand what life is like for a variety of people within South West China and to begin to understand what some of the environmental issues and why they have occurred To be able to locate Nigeria and to identify and locate the major cities and physical features of this region on a map To begin to understand what life is like for a variety of people within Nigeria. To begin to understand what some of the environmental issues in Nigeria are and why they have occurred.	**What to read –** Geog. 1 and 2 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun. **What to watch –** **Where to visit** –

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			Year 9 - Development topic - understanding the carrying levels of development of these contrasting regions	To be able to identify the similarities between SW China and Nigeria in terms of their physical features, lifestyles and their environmental issues. To be able to identify the differences between SW China and Nigeria in terms of their physical features, lifestyle and their environmental issues. To begin to understand the links between these two regions: -China has provided extensive economic, military and political support in Nigeria. -Nigeria has become an important source of oil and petroleum for China's rapidly growing economy. To begin to understand Nigeria's mostly positive view of China. **Geographical Skills:** To be able to use an atlas to locate Africa and Asia and its surrounding oceans. To be able to recognise physical (rivers and coasts) and human (land use types) geography features on maps.. To be able to use data to draw a choropleth map. To be able to interpret and extract information from different types of graphs and charts. **Conceptual World Knowledge:** Understanding the human and physical Geographical features and context of Asia and Africa An in depth study of Nigeria and South West China	

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Summer 1	THEME - What it means to be a geographer… **Topic: Geographers as Critical Thinkers - Taking an Active Part in Debate and Activism** ***Note - this theme comes at the end of the Year rather than at the beginning in Years 7 and 8 as students will need to use all of their knowledge and understanding from across KS3 in this topic***	This topic will support students to understand and reflect on how their knowledge and understanding in Geography may help them in taking an active part in debate and to consider the role of activism in facilitating change. One of the key issues of focus here will be climate change. ***NB - This topic has been designed with the rising involvement of young people in the climate change debate. We are aiming for this topic to provide students with the tools to be able to take an active part in debate and activism in a safe and constructive manner.***	**Expected from Key Stage 2:** Use of maps, atlases and globes **Progression within our Key Stage 3 curriculum:** Year 7 - Thinking Geographically topic - consider social, economic and environmental impacts as Geographers Year 8 - Biomes and Biodiversity topic - threats to biodiversity and the taiga ecosystem Year 8 - Resources topic - energy and use of fossil fuels Year 9 - Climate Change - whole topic	**Conceptual Understanding (Geographical Knowledge)** To know what we mean by activism To know what sort of Geographical issues are we facing today that might lead to activism (sweatshops, climate change) To know why Geographers want to get involved in these issues To develop an understanding of the impact of climate change in the Arctic region To explore how climate change is allowing further exploration and extraction of fossil fuels in the region. To consider the views of various stakeholders in this debate - including who we would call 'activists' **Geographical Skills:** Use and interpretation of various forms of graphicy and statistics in relation to this issue Drawing conclusions from geographical data - critical thinking To develop the skills of writing using factual supporting data, 'assessing' and evaluating, and considering all sides of the argument - further critical thinking To consider what we can do as individuals in the climate change debate **Conceptual World Knowledge:** The Arctic region will be explored in relation to how it will be impacted by climate change (people and environment).	

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				Exploring what we mean by 'being developed'	
Summer 2	Topics run across half terms as there are five geographical themes in each year				